



Students' Perception And Practices of Using Tiktok for Learning Speaking Skills in Efl University Contexts

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ABSTRACT

This study aimed to investigate students' perceptions, independent practice strategies, and speaking performance through the utilization of TikTok in an EFL context. This research employed a mixed-methods design involving 38 secondary school students as the primary participants. Data were gathered through a comprehensive collection process utilizing student questionnaires, speaking proficiency tests (short monologue activities), and individual semi-structured interviews. The quantitative results from the questionnaire revealed that the utilization of TikTok was highly valued by the students, where the perceived benefits in enriching vocabulary and pronunciation achieved the highest score at 78%, followed by its convenience for independent practice (72%) and high learning engagement (73%). Furthermore, the students' actual speaking performance in the short monologue activity was categorized as "Good," as evidenced by a cumulative average score of 76%, with the clarity of message achieving the highest criterion at 84%. However, the qualitative interview data highlighted a significant gap between passive digital content consumption and active language production. Almost all students admitted they had never attempted to create or upload their own speaking content on TikTok due to deep-seated affective barriers, specifically high speaking anxiety, shyness, and a fear of public digital judgment. In conclusion, while TikTok serves as a highly effective tool for autonomous linguistic input and independent repetition (*shadowing*), technology-enhanced autonomous learning must be combined with structured, low-anxiety classroom environments to effectively translate students' receptive knowledge into active and confident oral communication.

Keywords: TikTok, Studens' Perception, Speaking Performance, EFL Students, Independent Practice

INTRODUCTION

Speaking ability is a primary skill in language acquisition that enables individuals to convey meaning actively and contextually. According to Ork and Chin (2024), speaking is the active use of language that allows young learners to discover, understand, and master a new language. This is reinforced by Houn and Em (2022), who state that speaking involves the process of constructing and sharing meaning through verbal and nonverbal symbols. In the context of English, speaking ability serves as a key indicator of communicative competence, representing a prestigious quality because it requires quick and accurate responses (Aziz & Kashinathan, 2021). Therefore, a strong speaking capability has a significant impact on students' confidence, learning satisfaction, and social engagement (Alrajafi et al., 2023; Escandallo & Baradillo, 2024), making it a crucial foundation for successful English language learning.

Conversely, students with low speaking proficiency face severe challenges that negatively affect their overall learning process (Kashinathan & Abdul Aziz, 2021). Empirical research on non-native speakers shows that lack of confidence, anxiety, fear of making mistakes, and limited classroom participation significantly hinder students' language development (Pontillas & Talaue, 2021; Inayah, 2024). These psychological barriers are closely intertwined with both internal affective states and external environmental factors, such as academic programs and specific instructional methods (Tam & Duc, 2024; Chau et al., 2022; Amoah & Yeboah, 2021). Consequently, identifying and implementing a holistic teaching approach has been recognized as a primary priority in English language teaching to effectively address these challenges.

To mitigate these learning barriers, recent studies highlight the effectiveness of innovative teaching strategies, such as the flipped classroom approach and bilingual methods. Instructional techniques that facilitate self-directed learning, active interaction, and a stress-free environment play a major role in developing sustainable oral communication skills (Demir & Mirzaie, 2023). Specifically, the flipped classroom approach enhances fluency and accuracy because students become more active, confident, and prepared during discussions, while the bilingual method helps students better understand complex communication contexts (Sirikit, Paengkamhag, & Pansa, 2024; Alam et al., 2025). Furthermore, strong oral skills successfully broaden students' social and professional scopes, acting as a critical mediator between social literacy, student engagement, and academic success in advanced educational programs (Escandallo & Baradillo, 2024; Aizawa et al., 2023).

Despite the widely recognized centrality of oral proficiency, a significant gap remains in current literature. Most existing studies tend to investigate psychological factors, teaching methodologies, and academic achievements as isolated, separate entities. Previous research has not comprehensively integrated internal and external factors influencing speaking ability, effective teaching strategies, and their combined impact on students' academic and social achievements holistically. There is still a lack of structured investigation that simultaneously examines the interrelationship between causal learning barriers, contemporary teaching approaches, and the subsequent consequences of speaking skills on students' integration.

To address this empirical void, a more comprehensive study is essential to design effective pedagogical interventions that can overcome learning barriers and sustainably improve speaking performance. This study offers an integrated analysis by combining the investigation of psychological and environmental factors (Tam & Duc, 2024; Amoah & Yeboah, 2021), the pedagogical implementation of flipped classrooms and bilingual methods (Sirikit et al., 2024; Alam et al., 2025), and their broader implications on social literacy and academic engagement (Escandallo & Baradillo, 2024; Aizawa et al., 2023).

The findings of this research are expected to provide clear structural insights and actionable strategies for educators to foster communicative competence and maximize students' oral performance in the EFL context.

MATERIALS AND METHODS

This study employed a mixed-method approach with a sequential explanatory design to comprehensively evaluate the phenomenon. Under this framework, quantitative data served as the core component with strict scientific standards, which was subsequently supported and expanded by qualitative insights to generate deeper meta-inferences (Morse, 2016; Creswell, 2022). The integration of both methods at various stages allowed for a holistic exploration of

academic and social factors influencing English as a Foreign Language (EFL) speaking abilities, ensuring that the empirical findings complement each other to maximize overall research credibility (Byrne & Humble, 2007; Johnson & Onwuegbuzie, 2004).

The population comprised all 166 tenth-grade students at SMAN 5 Bengkulu Utara during the 2025/2026 academic year, distributed across five distinct classes (X1 to X5). Due to the manageable size of the population, a total sampling technique was applied, incorporating all 166 students as the active research sample to ensure highly accurate and representative data reflection. This specific group of second-semester secondary students was selected based on their appropriate stage of academic development to provide relevant insights into digital language learning practices.

Data collection involved a balanced triangulation of quantitative and qualitative instruments. Quantitative data were gathered using a systematically developed closed-ended Likert-scale questionnaire containing 16 statements assessing speaking factors (motivation, confidence, anxiety), TikTok's effectiveness (benefits, strategies, engagement), and academic-social impacts. Additionally, a speaking skill test consisting of a short monologue, role-play, and presentation was administered to objectively evaluate students' proficiency across five core linguistic criteria: fluency, vocabulary, grammar, pronunciation, and clarity.

To complement the numerical data, qualitative instruments were deployed through semi-structured interviews, direct observations, and digital artifact collections. Semi-structured interviews utilizing a 12-question guide were conducted to explore students' authentic learning experiences, autonomous practice strategies, and personal challenges when using TikTok. Concurrently, direct observations and digital artifact rubrics were used to track the content creation process (planning, rehearsal, recording, editing) and structurally evaluate the linguistic quality, language styles, and audience engagement of the students' uploaded TikTok videos.

Data analysis was systematically executed in accordance with the sequential explanatory nature of the study. Quantitative data from the questionnaires and speaking tests underwent tabulation, frequency percentage calculation (Gay, 2012), and descriptive statistical analysis, with percentages interpreted through established Likert-scale categories (Creswell, 2004). Meanwhile, qualitative data followed the interactive framework of Çelik, Başer Baykal, and Kılıç Memur (2020), progressing through systematic stages of data collection, data reduction through thematic coding, data display via matrices, and final conclusion drawing verified through rigorous member checking and triangulation.

RESULTS

The implementation of TikTok-based autonomous learning in English classes for tenth-grade students at SMAN 5 Bengkulu Utara was analyzed to examine both the effect on students' speaking ability and practice, as well as the factors influencing their performance. This approach aimed to enhance students' speaking proficiency by integrating interactive digital media with English lesson materials while also creating a self-directed practice environment that encourages independent repetition. Students' speaking performance was influenced by internal factors such as motivation, self-confidence, and speaking anxiety, as well as external factors including the types of video content, perceived benefits of vocabulary and pronunciation tips, learning strategies, and educational engagement in utilizing TikTok.

Table 4.1 Students' Questionnaire Responses on Factors Influencing Speaking Ability

No.	Pernyataan	STS	TS	S	SS	Jumlah	max score	%	rata-rata
1	Saya merasa termotivasi untuk meningkatkan kemampuan berbicara bahasa Inggris.	0	1	28	9	122	152	80%	72%
2	Saya memiliki dorongan kuat untuk berbicara bahasa Inggris di luar kelas.	1	17	17	3	98	152	64%	
3	Saya percaya diri ketika harus berbicara bahasa Inggris di depan kelas.	1	19	15	3	96	152	63%	68%
4	Saya percaya diri untuk berbicara bahasa Inggris dengan teman sebaya.	0	7	27	4	111	152	73%	
5	Saya merasa gugup saat berbicara bahasa Inggris di depan umum.	0	8	15	15	121	152	80%	74%
6	Saya merasa cemas jika melakukan kesalahan saat berbicara bahasa Inggris.	0	13	21	4	105	152	69%	
7	TikTok membantu saya memperkaya kosakata bahasa Inggris.	0	2	23	13	125	152	82%	78%
8	TikTok membantu saya memperbaiki pelafalan (pronunciation).	0	5	31	2	111	152	73%	
9	TikTok mempermudah saya berlatih speaking secara mandiri.	0	9	23	6	111	152	73%	72%
10	Saya sering meniru cara berbicara pembuat konten TikTok untuk latihan.	0	11	22	5	108	152	71%	
11	Belajar speaking melalui TikTok lebih menarik dibanding metode tradisional.	0	5	24	9	118	152	78%	73%
12	TikTok membuat saya lebih aktif dalam berlatih speaking.	0	13	21	4	105	152	69%	
13	Kemampuan speaking membantu saya dalam presentasi di kelas.	0	7	21	10	117	152	77%	77%
14	Kemampuan speaking meningkatkan nilai akademis saya.	0	9	18	11	116	152	76%	
15	Kemampuan speaking membuat saya lebih mudah menjalin pertemanan.	1	14	21	2	100	152	66%	70%
16	Kemampuan speaking meningkatkan rasa percaya diri dalam interaksi sosial.	0	8	22	8	114	152	75%	

The questionnaire results indicate that while students maintain strong psychological drive and a highly positive perception of digital integration, their oral performance remains heavily shaped by contrasting affective forces. On one hand, students demonstrated robust engagement through high motivation (72%) and stable self-confidence (68%), which were significantly reinforced by TikTok's utility in enriching vocabulary and pronunciation (78%), facilitating independent practice (72%), and offering interactive content that surpasses conventional methods (73%). On the other hand, a critical psychological barrier emerged when public performance was required, with 74% of students reporting intense speaking anxiety and fear of negative judgment. Synthesizing these outcomes, the study confirms that both internal factors (motivation, self-confidence, perceived benefits) and external factors (speaking anxiety, platform interactivity, practice convenience, and classroom atmosphere) are closely intertwined. Ultimately, while TikTok-based autonomous learning successfully fosters a dynamic, student-centered environment for linguistic enrichment, structured pedagogical support remains essential to mitigate public speaking anxiety and convert passive confidence into active communication.

Aspect	Score 1 (Very Poor)	Score 2 (Poor)	Score 3 (Good)	Score 4 (Excellent)	Total	%	Average
Fluency	0	3	2	3	24	75 %	76%
Vocabulary	0	1	7	0	23	72 %	
Grammar	0	0	8	0	24	75 %	
Pronunciation	0	1	7	0	23	72 %	
Clarity of Message	0	1	3	4	27	84 %	

As presented in Table 4.3, the descriptive analysis indicates that the students' cumulative speaking performance achieved an average score of 76%, which categorizes their overall proficiency as Good. Among the five evaluated criteria, Clarity of Message secured the highest score at 84%. This optimal performance was driven by a strong, positive data distribution where 4 students reached the "excellent" category, 3 students scored as "good," and only 1 student fell into the "poor" category, showing that the core substance of the monologues was highly intelligible.

In contrast, both Grammar and Fluency achieved identical percentage scores of 75%, but exhibited completely different distribution patterns. The Grammar aspect demonstrated absolute homogeneity, with 100% of the sample size (8 students) clustering uniformly in the "good" category (score 3). Conversely, Fluency displayed a wider variance among learners, split between 3 students in the "poor" category, 2 in the "good" category, and 3 in the "excellent" category, indicating that some individual learners still struggled with unnatural pauses during speech production.

Finally, Vocabulary and Pronunciation recorded the lowest percentage achievements, each standing at 72%. The score trends for both dimensions were identical, heavily dominated by 7 students in the "good" category and only 1 student in the "poor" category. This homogeneous pattern implies that while the students' vocabulary selection and phonetic clarity are sufficiently functional for a basic monologue, further practice is required to expand lexical variations and minimize native accent interference to reach higher proficiency thresholds.

PERTANYAAN WAWANCARA

1. Bisa ceritakan sedikit tentang kebiasaan Anda menggunakan TikTok sehari-hari?
2. Apakah Anda lebih sering menggunakan TikTok untuk hiburan, pembelajaran, atau keduanya?
3. Bagaimana Anda biasanya menggunakan TikTok untuk latihan berbicara bahasa Inggris?
4. Apakah ada jenis konten tertentu yang menurut Anda paling membantu (misalnya dialog pendek, pronunciation tips, atau daily conversation)?
5. Apakah Anda pernah mencoba membuat konten speaking sendiri di TikTok? Jika ya, bagaimana pengalaman Anda?
6. Menurut Anda, apakah TikTok lebih efektif dibandingkan metode belajar speaking lainnya (misalnya role-play di kelas, watching movies, atau conversation club)?
7. Apakah TikTok membuat Anda merasa lebih percaya diri berbicara di depan kelas atau saat presentasi?

8. Apakah Anda merasa kemampuan berbicara dari latihan di TikTok memengaruhi nilai akademik Anda, khususnya pada tugas speaking atau presentasi?
9. Apakah TikTok membantu Anda berinteraksi lebih aktif dengan teman atau komunitas dalam bahasa Inggris?
10. Menurut Anda, apakah penggunaan TikTok memberi dampak jangka panjang terhadap perkembangan kemampuan akademik dan sosial Anda?
11. Apa tantangan terbesar yang Anda hadapi dalam menggunakan TikTok untuk belajar speaking?
12. Apa saran Anda agar TikTok bisa lebih bermanfaat sebagai media belajar bahasa Inggris?

RESPON SISWA

NO	Narasumber	Respon
1.	S1	1. Kebiasaan saya menggunakan tiktok yaitu untuk menonton vidio hiburan, berbelanja, mendengarkan musik dan terkadang mencari materi pelajaran yg tidak saya pahami 2. Saya sering menggunakan tiktok untuk melihat hiburan, dan kadang² mencari materi pembelajaran yg tidak saya paham 3. Saya tidak pernah menggunakan tiktok untuk latihan speaking, karena saya lebih belajar lewat google 4. Ada yaitu jenis dialog pendek ttg materi distribusi 5. Saya tidak pernah menggunakan tiktok untuk membuat konten speaking 6. Menurut saya tidak karena saya lebih suka belajar speaking di sekolah sehingga bisa bertanya langsung 7. Iya, karena tiktok memberi saran dan nasihat sehingga kita bisa lebih percaya diri 8. Tidak, karena saya tidak pernah belajar speaking bahasa inggris di tiktok 9. Tidak terlalu 10. Iya, bagi yang menggunakannya dgn baik 11. Tidak tahu, karena saya tidak pernah belajar speaking lewat tiktok 12. Membuat konten bahasa inggris menurut saya tiktok dapat membuat konten-konten bahasa inggris
	S2	1. Biasanya saya menggunakan tiktok ketika sedang bersantai atau di waktu luang 2. Untuk hiburan 3. Dengan mengikuti kursus tingkat dengan membaca nama benda dalam bahasa inggris 4. Menonton konten pendek dengan dialog bahasa inggris 5. Tidak pernah 6. Mungkin, karena belajar bahasa inggris di tiktok dengan teman 7. Iya 8. Iya 9. Ya 10. Tidak ada 11. Tidak ada 12. Lebih memperbanyak konten bahasa inggris dengan games
	S3	1. Kebiasaan saya menggunakan tiktok untuk melihat suatu yang menyenangkan, saya juga sering melihat vlog orang luar seperti mereka bermain game, keseharian mereka dan lain-lain yang paling sering saya lihat orang Inggris

		2. Saya lebih sering menggunakan untuk hiburan 3. Melihat konten keseharian orang yang berbahasa Inggris 4. Tidak terlalu efektif 5. Tidak, saya tidak pernah karena tidak terpikir untuk membuat konten seperti itu 6. Tidak, karena saya menggunakan tiktok bukan untuk pembelajaran 7. Tidak 8. Tidak 9. Tidak ada 10. Tidak juga 11. Melihat konflik sesama konten kreator lain 12. Saran saya lebih banyak membuat konten keseharian dengan bahasa inggris seperti orang luar
	S4	1. Saya jarang memakai tiktok, biasanya saya memakai tiktok untuk hiburan 2. Hiburan dan pembelajaran 3. Biasanya ada sebuah konten berisi teks bahasa inggris atau lirik lagu yang dapat membantu belajar speaking 4. Dialog pendek karna dapat lebih dipahami 5. Tidak, saya tidak pernah membuat konten sendiri tetapi saya hanya melihat konten orang lain 6. Tidak, karna belum tentu dapat dipahami 7. Ya membuat saya lebih percaya diri 8. Ya berpengaruh pada nilai 9. Ya membantu berinteraksi secara aktif 10. Ya dapat memberi dampak jangka panjang, karna lebih mudah di ingat 11. Kurang paham kalau tidak dijelaskan secara langsung 12. Melihat konten berbahasa inggris seperti role-play
	S5	1. Kebiasaan saya seperti scroll tiktok menonton vidio tentang yang positif 2. Iya, lebih sering menggunakan tiktok 3. Saya selalu mendengarkan musik bahasa inggris, lalu saya mengikutinya 4. Ada 5. Tidak pernah 6. Iya sangat efektif 7. Iya, saya percaya diri 8. Iya, sangat mempengaruhi 9. Tidak terlalu 10. Tidak juga, karena penggunaan tiktok, orang lebih sering tidak menggunakannya untuk belajar, melainkan menonton vidio/konten yang lain 11. Mendapatkan berita hoax atau ai yang dibuat oleh manusia 12. Tidak ada
	S6	1. Untuk menghibur diri sendiri dan mencari vidio menarik 2. iya karena tiktok lebih menarik untuk dibuka 3. mengikuti vidio orang yang berbicara bahasa inggris 4. ada yaitu konten dialog kata-kata menarik 5. tidak ada 6. iya karena lebih mudah diingat

		7. iya dan tidak terlalu 8. iya karena tiktok itu membuat banyak berbicara 9. bagi saya iya dan tidak terlalu 10. iya 11. yaitu melanggar pelanggaran tiktok 12. yaitu biar kata-katanya jelas dan sangat menarik perhatian lebih detail lagi
	S7	1. Saya tidak punya tiktok 2. Saya biasanya menggunakan tiktok untuk hiburan, tapi saat saya kurang mengerti dgn tugas yang diberikan guru saya akan membuka tiktok untuk membantu. 3. Menghafalkan kosa katanya satu persatu, lalu latihan berbicara. 4. menurut saya kosakata sehari-hari bahasa inggris sangat membantu. 5. Saya belum pernah mencobanya 6. Saya tidak terlalu fokus mengerjakan tugas dg tiktok tapi biasanya saya mencari jawaban dg kamus. 7. iya. 8. mungkin belum. 9. iya. 10. pastinya 11. Sinyal 12. menurut saya para konten kreator yang memberikan konten tentang bahasa inggris lebih banyak lagi.
	S8	1. Biasanya tiktok saya gunakan untuk menonton vidio² live ataupun nonton vidio² seperti mukbang atau konten² kreator lainnya 2. tiktok lebih sering kami pake sebagai hiburan. 3. saya tidak pernah menggunakan aplikasi tiktok buat spe berbicara/belajar bahasa inggris 4. iya, sangat banyak sekali konten² yang membantu. 5. tidak pernah. 6. saya tidak tahu 7. sama saja, bagi saya berpresentasi itu membutuhkan mental / jiwa yang tinggi sehingga berani berprestasi di kelas. 8. iya, sangat berpengaruh bagi saya 9. iya. 10. iya 11. hp lemot / macet-macet 12. lebih banyakin buat konten berbahasa inggris agar banyak fyp yang lewat menggunakan bahasa inggris.
	S9	1. Saya menggunakan tiktok saat saya sedang bosan dan tidak ada kesibukan lain. Jadi saya sering sekali menggunakan tiktok disela sepi saya. 2. Iya, tapi tidak sering untuk pembelajarannya hanya hiburan saja. 3. Biasanya muncul video dari beranda tiktok, video yang muncul bisa berupa lagu yang berbahasa Inggris atau mungkin motivasi. 4. Ada, yaitu pronunciation tips. 5. Tidak, karena saya malu jika membuat konten, tapi berbeda hal jika public speaking. 6. Tidak juga, karena setiap orang juga mempunyai kemampuannya sendiri.

		7. Tidak. 8. Iya, tetapi sedikit. 9. Mungkin iya, karena menemukan kosa kata baru. 10. Iya, karena ada beberapa kosa kata yang dipahami. 11. Tidak ada. 12. Mengadakan live streaming les belajar bahasa Inggris.
	10	1. Saya menggunakan tiktok untuk hiburan ataupun untuk menonton film 2. Saya menggunakan tiktok untuk keduanya tapi yg paling sering utk hiburan kalau untuk pembelajaran lebih jarang 3. Saya latihan berbicara bahasa inggris di tiktok menggunakan kosa kerja/kata benda 4. Dialog pendek sangat membantu saya untuk berbicara/belajar bahasa inggris 5. Kalau konten speaking bahasa inggris belum pernah sama sekali 6. Benar sekali tiktok lebih efektif untuk metode belajar 7. Tidak terlalu merasa saya percaya diri 8. Iya kemampuan saya berbicara bahasa inggris sedikit bertambah 9. Tidak terlalu untuk saya 10. Tidak sampai jangka yg panjang 11. Tidak terlalu tantangan terbesar saya menggunakan tiktok adalah saya takut akunnya keblokir/pelanggaran 12. Agar memperbanyak konten bahasa inggris

Interviews with the students revealed that TikTok was not used for productive public speaking but introduced as an independent tool for linguistic repetition and consumption. The students explained that micro-educational content, such as pronunciation tips, short dialogues, and daily vocabulary, were accessed to support English learning objectives without the pressure of direct interaction. Students responded positively to social media-based input, showing academic development, vocabulary enrichment, and improved assignment grades. However, the students emphasized that while digital media boosted technical familiarity and private confidence, real-world classroom interaction and teacher guidance were still required to overcome performative anxiety and support active social communication.

No.	Aspect	Indicator	Very poor	Poor	Good	excellent baik	Total	%
1.	Vocabulary	Variety and accuracy of vocabulary	0	0	5	3	27	84%
2.	Expression	Intonation, gestures, facial expressions	0	6	2	0	18	56%
3.	Language Style	Appropriateness of formal/informal register	0	0	8	0	24	75%
4.	Clarity of message	Easily understood by the audience	0	0	8	0	24	75%
5.	Technical Aspects	Quality of audio/visual	0	0	6	2	26	81%

6.	Social Interaction	Total number of likes, comments, shares	1	7	0	0	15	47%
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Based on Table 4.4, the students demonstrated high proficiency in Vocabulary (84%) and Technical Aspects (81%), coupled with absolute stability in both Language Style (75%) and Clarity of Message (75%), proving their ability to produce structurally clear, well-edited, and linguistically accurate content. Conversely, significant weaknesses emerged in performative and communicative domains, as Expression fell to 56% due to rigid on-camera delivery, and Social Interaction recorded the lowest score at 47% due to a critical lack of public engagement (likes, comments, and shares). Ultimately, these findings indicate that while the students successfully mastered technical production and formal language execution, their high-quality informational content did not linearly translate into non-verbal performative fluency or interactive audience appeal on the platform.

CONCLUSIONS

In conclusion, this study concludes that the implementation of TikTok-based autonomous learning for tenth-grade students at SMAN 5 Bengkulu Utara effectively supports students' vocabulary and pronunciation enrichment, facilitates easier independent practice, and increases interactive engagement beyond the conventional classroom setting. The findings reveal that students became more motivated and achieved a good average monologue performance score, while recognizing a high positive impact on both their academic presentation success and real-world social integration. Engagement and active practice are influenced by both internal factors, such as learning motivation, self-confidence, and severe speaking anxiety, and external factors, including video content types, micro-educational learning strategies, classroom interaction, and teacher guidance. Micro-learning content, short dialogues, and pronunciation tips proved particularly effective in enhancing comprehension and reducing boredom, though targeted low-anxiety classroom environments remain essential to overcome psychological barriers, reduce passivity, and foster meaningful productive communication.

Recommendations Based on the Research Findings:

1. For Schools: Provide facilities, resources, and institutional support to systematically implement social media-based platforms in English teaching, enabling a more engaging learning process.
2. For Teachers: Use TikTok as a pedagogical tool, selecting or designing micro-learning content aligned with lesson objectives, managing classroom anxiety effectively, and promoting active oral production to enhance motivation, participation, and grammatical accuracy.
3. For Students: Actively participate in digital speaking activities with a positive mindset, using independent digital practice as opportunities to practice English, collaborate with peers, and build self-confidence to strengthen both motivation and language skills.
4. For Future Researchers: Examine the balance and familiarity of digital media in English learning, as familiar applications like TikTok increase enthusiasm but excessive passive consumption can be distracting. Future studies should also explore affective and social dimensions, such as students' speaking anxiety, self-confidence, and digital literacy in sustaining active language production.

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